



USAID
DEL PUEBLO DE LOS ESTADOS
UNIDOS DE AMÉRICA



HONDURAS

MIDEH PROJECT 2011-2016

QUARTERLY REPORT
FOR JULY THROUGH SEPTEMBER 2013

Submitted by:
American Institutes for Research

U.S. Agency for International Development
Cooperative Agreement No. AID-522-A-11-00004

Table of Contents

Acronyms

I.	Project Summary Update.....	4
II.	Education Sector Context.....	5
III.	Major Activities Implemented and Progress toward Results.....	6
	Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened.....	6
	Result 2: Institutionalizing Educational Quality Inputs... ..	7
	Result 3: Strengthening Civil Society Participation in Supporting Education.....	8
IV.	Opportunities, Constraints and Corrective Actions.....	9
V.	Coordination with Other Actors.....	10
VI.	Activities Planned for Next Quarter.....	11
VII.	Financial Summary.....	12

Appendices:

A.	Quarterly Monitoring Tables in USAID Format.....	13
B.	Telling Our Story: Photo & Caption.....	24
C.	Telling Our Story: Snapshot.....	25

Acronyms

AIR	American Institutes for Research
AMHON	Honduran National Association of Municipalities
AMO	Association of Municipalities of Olancho
AOR	Agreement Officer's Representative
ASONOG	Association of NGOs
CIPE	Centro de Investigación, Planeamiento y Evaluación
COMDE	Consejo Municipal de Desarrollo Educativo (Municipal Committee for Educational Development)
COP	Chief of Party
COPRUMH	Colegio Profesional Union Magisterial de Honduras (Professional Association of the Teachers Union of Honduras)
CSO	Civil Society Organization
DCNB	Diseño Curricular Nacional Básico (National Basic Curriculum)
DIGECE	Dirección General de Evaluación de la Calidad de la Educación
EFA	Education for All
EFA-FTI	Education for All-Fast Track Initiative
EQUIP	Educational Quality Improvement Program
EROC	Espacio Regional de Occidente
FEREMA	Fundación para la Educación Ricardo Ernesto Maduro Andreu
GOH	Government of Honduras
GSC	Grupo de Sociedad Civil
IDER	American Institutes for Research's International Development, Evaluation, and Research Program
INICE	Instituto de Investigación y Capacitación Educativa
M&E	Monitoring and Evaluation
MIDEH	Mejorando el Impacto al Desempeño Estudiantil de Honduras (Honduras Improving Student Achievement Project)
NGO	Non-Governmental Organization
PIER	Pro-Integración Educativa Roatan (Partners for Education Roatan)
SE	Secretaría de Educación
SBE	Standards-Based Education
STTA	Short-Term Technical Assistance
TCP	Teacher-Citizen Participation Project - EducAcción
TH	Transformemos Honduras
UMCE	Unidad de Medición de la Calidad de la Educación
UNAH	Universidad Nacional Autónoma de Honduras
UPN/UPNFM	La Universidad Pedagógica Nacional Francisco Morazán
USAID	United States Agency for International Development
USG	United States Government

I. Project Summary Update

The Honduras Improving Student Performance Project (MIDEH Project) concluded socialization of the 2012 evaluation results and raised awareness on a large scale of the need for regular evaluation and use of educational data at the municipal and school level. A major success was the first training held on DCNB materials and student performance evaluation for the board of directors and leader affiliates of the COPRUMH teacher union. Technical tasks in preparation for the 2013 end of grade tests accelerated with the confirmation of donor funding for both the sample and census testing. Two additional sub-grants were approved for activities in priority geographic areas. The sustainability of standards-based reforms is moving forward with an emphasis on training to build a cadre of committed teachers, Honduran professionals, and civil society members to continue reforms beyond the end of the MIDEH Project.

The major accomplishments of MIDEH Project this quarter were:

- The MIDEH Project and its sub-grantees delivered training to over 5,000 persons this quarter on topics related to the use of education evaluation results and raising awareness of the importance of education evaluation as well as training on DCNB materials and evaluation for normal school faculties and students.
- Intensified coordination with the SE on tasks leading up to the 2013 end of grade tests, the most important being the final design of the sample and readying the tests for printing. Test forms were assembled, diagramed and edited for math and Spanish, first through ninth grade, and were ready for printing when donor funds were confirmed to cover the printing costs.
- Completed a second graduate certificate program in student performance evaluation which drew 26 participants including strong participation by faculty from the UPN and two teacher union leaders.
- Awarded sub-grants to Espacio Regional de Occidente (EROC) and Centro de Investigación, Planeamiento y Evaluación (CIPE Consultores) which cover priority municipalities with critical indicators in western and southern Honduras. Disbursed \$99,122 against milestones achieved under other sub-grants during the quarter.
- Initiated action agenda with the COPRUMH teachers union with training for 57 teacher leader affiliates who will replicate MIDEH Project's methodology for training in use of DCNB materials and analysis of education statistics and evaluation results.
- Accrued estimated cumulative expenditures of \$4,240,904 through September 30, 2013 and documented cumulative cost share of over \$600,000. We are also in the process of confirming non-USG share of reported cost share of other SE evaluation activities which contribute to the MIDEH Project goals and USAID sector objectives.

II. Education Sector Context

2013 student performance evaluations get go-ahead: The outlook for a sustainable national education assessment system is improving with the authorization to implement both census and sample student performance evaluations for a second year running. Though supported in part by donor funding, the test preparations show increased national ownership over both processes. A nationally representative sample of students from grades 1-9 in 520 schools will be evaluated on November 12 and 13 under controlled settings; all remaining students from grades 1-9 in public schools will be evaluated on November 29, the last class day of the school year. The exercise supports the establishment of a strong education evaluation culture in Honduras, while also providing increased credibility to the Ministry of Education and the Lobo government, which last year issued a decree requiring an annual census and sample testing.

Pre-University Assessment: Over 45,000 final year secondary students completed a pre-university assessment designed and implemented by the SE. The evaluation was the first of its kind in Honduras and aimed to prepare students for university admissions tests, which have historically exposed the deficiencies of the public school system. According to the National Autonomous University, of the 15,000 students who took the University's admissions test in June 2013, more than 7,000 students did not obtain the minimum grade. The vast majority of these students came from public schools. The pre-university assessment encompassed several subject areas including Spanish, Math, Natural Sciences and Social Sciences. It was based on the UNAH's Academic Aptitude Test as well as other admissions tests developed by the UPN and private universities. The goal of the exercise was to highlight students' strengths and weaknesses in key areas and for teachers to use this information to prepare students for admission to universities. On a governance level, the exercise displays increased political will and capacity for implementing education evaluation as well as a growing acknowledgement of its value.

Schools on track to complete 200 school days: The SE announced that on October 29 the majority of public schools will have completed 200 school days in 2013, a goal which has been elusive for the past 6 years. The 2013 school year has been a stable school year with only minimal interruptions, due in part to The Minister's strong emphasis on teacher attendance and unyielding approach to union protests. The SE predicts the majority of public schools will impart an average 215 school days by year end, while some schools may have as many as 250 school days. In what can be viewed as a measure to avoid complacency, the Minister recently issued a press release prohibiting schools from closing before the final day of the school calendar. Civil society organizations, such as Transformemos Honduras, who have performed independent monitoring of school days, endorse the data presented by the Ministry of Education.

Ministry of Education implements teacher evaluations: From July 14-22 the SE evaluated over 50,000 teachers from grades 1-9 on their knowledge of Spanish, Math and teaching methodologies. The evaluation marked a significant milestone for education in Honduras as it was the first time in which teachers undertook a standardized assessment of their knowledge and abilities. Some 90% of teachers took the test online, with the remaining 10% completing the evaluation in a controlled test-center. The results of the evaluation revealed an average score of 49%. However, teachers and teacher unions have questioned these results, asserting that the electronic testing platform had serious deficiencies including a tendency to crash mid-test, leaving participants unable to complete the assessment. The SE plans on using the results of the evaluation to design training modules with the aim to raise the standard of public school teaching.

Election Campaign and Continuation of the Minister:

The 2013 election campaign is in full swing with candidates beginning to reveal their education proposals for the next government. During the first television debates many commentators have remarked on the progress made in education and have been asking candidates if they would appoint the current Minister for another term. As of yet, no candidate has agreed to this, with the leaders of the National and Liberal party criticizing the Minister for failing to fully implement the Fundamental Law on Education. When asked about the possibility of continuing as Minister, Marlon Escoto reiterated that he would be willing to stay on, regardless of the party that wins the elections.

III. Major Activities Implemented and Progress towards Results

Activities are reported here in line with the Annual Work Plan for 2012 as approved by USAID.

Program Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened

*Activity 1.1 DCNB, Aligned Educational Materials, and School Administered Tests; and
Activity 1.2 System-Wide External Summative Tests*

Completion of Socialization of 2012 Evaluation Results and Training, and Preparations for 2013 Testing

The major effort to replicate socialization of 2012 test results continued this quarter with MIDEH Project sponsorship of municipal workshops in 10 departments for 1842 participants trained a minimum of 16 hours. Participants included municipal authorities, members of COMDEs, teachers, community representatives and members of local civil society organizations. In addition, 673 normal school students (pre-service teachers) were trained in the use of DCNB materials, formative tests and use of evaluation results. MIDEH partners who are recipients of sub-grants also invested in large training efforts that contributed to this Result and Result 2 objectives. Appendix A provides the training data in tabular form as requested by USAID. In total, more than 5,000 persons were trained a minimum of 16 hours.

The municipal workshops focus on developing a culture of evaluation in Honduras based on content standards, aligned materials, and strategic planning for education improvements at the local level based on school tests results. Having opened dialogue last quarter with the leaders of the COPRUMH teacher union, this quarter the MIDEH Project trained 57 teacher affiliates who were identified by the union board as leaders in their districts. The 2012 tests results were socialized with these teachers as well as the concepts of the educational reforms based on standards. This training of COPRUMH leaders paved the way for larger replication of the training in the month of October which will be reported in the next quarter.

MIDEH Project staff inserted sessions to socialize the coming 2013 education evaluation in all training carried out this quarter.

Test Preparations, Psychometrics Support and Logistics. The MIDEH Project and SE/DIGECE director are coordinating work for test preparations guided by a detailed timeline for development and administration of the 2013 tests. The timeline shows critical tasks and dates to ensure an assessment with adequate psychometric properties and incorporates lessons learned from the 2012 tests. The confirmation in late June of the EFA Common Fund support for

the sample tests spurred the test preparations. At the start of the quarter, the sources of additional funding for the census tests were in doubt, but the Inter-American Development Bank (IDB) confirmed funding for the printing of all the test booklets towards the end of September, which was the green light for 2013 census tests.

During this quarter the analysis of test item statistics was completed, and test forms were assembled, diagramed, and edited to be print-ready. Instruction manuals for teachers and school directors were updated by SE technicians and reviewed by MIDEH Project staff. In addition, the sample of schools to yield national level representativeness was finalized with the SE; the sample includes 509 schools and more than 148,000 students. There was some discussion regarding whether the sample could be made representative at the municipal level, but that implied a threefold increase in the number of students and schools.

The SE has taken the lead on the logistics of the sample-based testing and financial management of the Common Fund resources while the MIDEH Project is providing extensive technical assistance, accompaniment, and oversight to ensure the quality, integrity and security of the 2013 sample-based tests. A special working group has been formed by DIGECE, the SE/ Procurement Office (formerly EFA), and MIDEH Project staff to move the planning, procurement, socialization, and logistical tasks forward. All actions for the sample tests to be administered November 12 and 13 and for census tests to be administered on November 29 are on track as of this writing.

Result 1 Monitoring

MIDEH Project Result 1 targets related to student academic performance are measured on an annual basis. The indicator tables contained in Appendix A present the 2012 results for three standard USAID indicators on student performance. Though not within the project's management control, we report on two national context indicators on an annual basis – desertion and repetition. The Project monitors the use of DCNB materials by classroom teachers (indicator 12) under our Result 1. The baseline for indicator 12 is in process of being established through a contract with CIDEH, S. de R.L.

Program Result 2: Institutionalizing Educational Quality Inputs

*Activity 2.1 Transferring Technical Capacity to National Institutions; and
Activity 2.2 Financial and Technical Sustainability*

Drawing on its experience in the 2012 end of grade census test application, SE/DIGECE developed test instruments to evaluate teachers and to assess performance levels for students completing secondary school. The first-time ever standardized teacher evaluation marked a milestone for education in Honduras. The results of the evaluation revealed an average score of 49%. The SE will use the results of the evaluation to design training modules with the aim to raise the standard of public school teaching. The SE launched the first modules for training 55,000 teachers on-line at the end of August.

The goal of the pre-university tests was to highlight student's strengths and weaknesses in key areas and for teachers to use this information to prepare students for admission to universities. On a governance level, the exercise displays increased political will and capacity for implementing education evaluation as well as a growing acknowledgement of its value. These

initiatives demonstrate SE confidence and capacity to manage educational evaluations without over-reliance on external technical assistance.

Close collaboration and transfer of technical knowledge and skills from the MIDEH Project to the SE is being proofed through the process of preparing for the 2013 sample and census tests. MIDEH Project technical staff rotates between the project office and shared space close to SE/DIGECE in the RAP building. While we are still waiting for a resolution of more office space for a full co-location to speed the integration of MIDEH Project activities into the SE, we are making the best of the areas and opportunities available now. There is complete understanding that the SE leads this year on the sample testing logistics with advice and support from the MIDEH Project.

As Honduras moves into the general elections period, there is little hope for attention from the National Congress for new legislation to establish an independent national evaluation institute which would evaluate student academic performance. Thus, the MIDEH Project continues to support technical capacity in the SE and formation of Honduran professionals who may serve in various national institutions which may be candidates for capacity-building in the future. These include the National Autonomous University (UNAH) and the UPN.

This quarter the MIDEH Project supported the completion of the second graduate certificate program in Student Academic Evaluation at the National Autonomous University (UNAH). AIR experts delivered the third, fourth and fifth modules, with the last on September 6-7. There was both strong UNAH and UPN participation in the second certificate course which is important for the sustainability of the MIDEH Project capacity building efforts, since these are two potential important players in the educational evaluation system in absence of an independent evaluation institute.

The training of in-service and pre-service teachers, education administrators, community representatives, local authorities, and parents forms the second column of support for sustainability in the education reforms and building of a national culture of education evaluation. This quarter reporting on participants includes those trained by sub-grant recipients including Fundación Riecken, which alone has trained 2,205 persons in workshops aimed at raising awareness and building capacity towards using reading for pleasure as a means for increasing student performance.

Result 2 Monitoring

Indicators on the number of persons trained are reported quarterly and are presented in the participant training summary table and the PMP indicator table in Appendix A. Two additional indicators are designed to measure increased institutional capacity and financial investments in education evaluations on an annual basis. As of this writing, the baseline study of SE institutional capacity is underway, using an organization assessment tool reviewed by USAID early in the quarter. For measurement of GOH investments in evaluations, SE/DIGECE provided a certificate of funds spent on evaluations, but the amounts need to be reviewed and confirmed to account for the portion of World Bank and IDB funds that come from the USG.

Program Result 3: Strengthening Civil Society Participation in Supporting Education

The MIDEH Project sub-grants component now includes six awards with the addition of Espacio Regional de Occidente (EROC) and the Centro de Investigación, Planeamiento y Evaluación (CIPE Consultores), thus completing a robust portfolio under the APS which ended on August

31. A new APS, which had been approved by USAID, was published in mid-September and focuses on priority programmatic and geographic areas that will contribute more directly to specific results aligned with Goal 1 of the USAID global education strategy and new strategic directions soon to come from the USAID Honduras Mission.

A program proposed by the Honduran NGO Espacio Regional de Occidente (EROC) was approved for a sub-grant and the award for just over \$100,000 was made in early August. The EROC supports community mobilization for education quality improvements in five priority municipalities in western Honduras. The award to CIPE Consultores for \$75,000 was made at the end of the quarter and will extend MIDEH Project coverage to three municipalities in southern Honduras with the objective of involving diverse civil society actors in promoting the use of standards and DCNB materials to improve student academic performance and teacher training.

MIDEH Project staff is closely monitoring the implementation of previously awarded sub-grants: Riecken Foundation for community libraries; Transformemos Honduras for social monitoring of the number of school class days; AMO for work with COMDEs in six municipalities in the hard to reach area of northeastern Olancho; and PIER for educational improvements in the Bay Islands. The MIDEH Project Finance and Grants Manager reviewed the financial and administrative implementation of the Riecken Foundation and Transformemos Honduras sub-grants in order to help strengthen these aspects of the recipient organizations operations. His suggestions for improvements in procedures were adopted by the sub-grantees.

The sub-grants program is complemented by other MIDEH Project activities to engage civil society through dialogue, public events, and educational messages through a national media campaign coordinated by FEREMA – “La Educación Primero”. This quarter the MIDEH Project joined forces with the private university UNITEC to sponsor a forum on institutionalizing an education evaluation system, with the former head of Uruguay’s evaluation institute as a keynote speaker. More than 250 persons attended the event which featured a panel discussion by five education experts including the MIDEH Project DCOP, Russbel Hernandez.

Result 3 Monitoring

Two of the indicators included in Appendix A are used to measure civil society participation in promoting improved quality of education – parental participation in monitoring their children’s education and academic performance, and municipalities making use of education evaluation results for planning improvements to and monitoring of the quality of education. Data collection for the two indicators is being carried out by a contractor whose work will be completed at the end of November. These are annual indicators.

IV. Opportunities, Constraints and Corrective Actions

A summary of issues encountered by Result and remedial actions are found in Appendix A in the format requested by USAID.

The SE was seeking donor funding or loan funds to carry out the census-based evaluation this year and only confirmed support from the IDB at the end of the quarter. Similar to 2012, the short timeframe for organizing the logistics of the census testing from printing of test booklets to training of test administrators and supervisors and then the actual application of tests nationwide presents a challenge for the SE; as of this writing, all tasks are on track. Sample testing will take place November 12 and 13, and census tests will be administered on November

29. The Minister has focused on a second census evaluation before the end of this administration to further promote a culture of evaluation. Civil society groups, coordinated through the education sector committee of Transformemos Honduras, have taken the theme to the broader public and are organizing volunteers to participate in the 2013 census tests.

The lack of an exclusive and dedicated national counterpart continues to be a constraint to fully realizing MIDEH Project Result 2. The MIDEH Project has focused on the current operators for capacity building, that is, the SE/DIGECE and other SE units, and formation of Honduran professionals in psychometrics and education evaluation. In the next quarter, the Project will again study the potential roles of other operators including UNAH and UPN. The question of sustainability will be a focus in the next year as we see the effects of a change in government administrations.

The MIDEH project model for replication of training has proven to be an efficient and cost-effective methodology for large-scale training; targets for numbers of persons trained will probably be exceeded this calendar year. Though there are still some drawbacks to the SE rule that teachers not be trained on regular class days, the importance of the topics and the project's reputation have drawn the participation of teachers who are willing to give up weekend time to attend training.

As reported last quarter, in the process of reviewing sub-grant technical concept papers and providing feedback to local organizations, it became apparent that many local organizations lack depth of experience, management capacity, technical expertise and financial resources to prepare high quality applications for sub-grants and then to implement the programs. The MIDEH Project Finance and Grants Manager has provided tailored advice to two of the sub-grant recipients on finance and administrative practices, and will extend these reinforcement visits to the other active sub-grantees. The MIDEH Project has decided to create a new staff position for a specialist in organizational development so to provide continuous support to pre-qualified applicants and sub-grantees through the life of the sub-grants.

V. Coordination with Other Actors

Coordination with other education stakeholders during the quarter is described throughout this report. Coordination with the Ministry of Education continued at a high level with the Minister and his senior advisors as well with unit heads of DIGECE, Curriculum, and Info-Technology. The agreement with the SE for implementation of the 2012 sample-based tests ended on June 28, 2013 and a final report was made to the Minister in September. In September, the Minister agreed to work proposed by the MIDEH Project to establish a baseline of SE capacity for sustaining an evaluation system based on standards. The study will help to identify areas in which the MIDEH Project or other donors could provide targeted technical assistance, training, or advisory services to increase SE institutional capacity for evaluation.

MIDEH Project staff continues to coordinate work with district directors, various civil society actors, municipalities, and especially with sub-grant recipients. We also participate in a group of local organizations coordinated by FEREMA which supports a national media campaign, "La Educación Primero." The Project has reproduced small amounts of the campaign materials for use in our events.

The MIDEH Project is consolidating its new partnership with the COPRUMH teacher union. Some 57 teacher affiliates of COPRUMH were trained this quarter in order to prepare them to replicate training in various districts in the next quarter.

MIDEH Project DCOP has been consulted by members of the MERECE donor group, and the World Bank and IDB staff, regarding the 2013 evaluation. The 2013 end of grade tests is a topic high on the agenda of the civil society education sector committee coordinated by Transformemos Honduras of which the MIDEH Project is an active member.

VI. Activities Planned for next Quarter

A. 2013 Evaluation Preparations, Implementation and Processing Results: The MIDEH project has provided the detailed timeline of test preparations and application to the AOR. Activities are on track. The sample tests will be administered on November 12 and 13; the census tests on November 29. The results of the sample tests will be processed during a period of three weeks after the test administration and in time to be used to determine new cut scores and performance categories with the assistance of AIR short-term advisors from Dec. 17-20, 2013. The MIDEH Project will contract an expert programmer to develop software to make the scoring of writing items more efficient.

B. Capacity-building: The MIDEH project has contracted a consultant to work with MIDEH staff to apply an institutional diagnostic tool to various units of the SE in order to determine a baseline value for measuring progress in building technical, managerial and financial capacity in the SE to sustain standards-based educational reforms. The diagnostic tool has been approved by USAID and the Minister of Education. The units to be assessed are DIGECE, Info-Technology, INICE, Curriculum and UPEG, with additional units to be determined in consultation with the SE.

C. Training: COPRUMH leader teachers will replicate the training in DCNB materials and education assessment in their districts in the remaining months of the school year. Other training activities will consist mostly of half day sessions to socialize the 2013 test process with departmental and district directors, and training of test administrators and supervisors.

D. Civil Society: MIDEH Project will finish evaluating three applications received under the now expired APS, and review new concept papers as they arrive. The Riecken Foundation sub-grant will finish in mid-December. Disbursements against milestones for the current six recipients should total approximately \$250,000 in the next quarter.

Discrete activities with civil society partners will generally be few while the Project concentrates on the upcoming activities related to end of grade tests and promotion of new sub-grants.

E. Project management and expenditures: The Project continues to make use of temporary workers and consultants to cover peak demands for test preparations and support for test administration. Projected expenditures for September through December are estimated at \$300,000 for regular operations and activities, and an additional \$250,000 for disbursements for sub-grants and \$50,000 for sub-contracts. The Project received incremental funding of \$2.7 million in September 2013.

VII. Financial Summary

At the end of September 2013, the estimated project pipeline stood at \$3.26 million with the incremental funding received September 20. The MIDEH Project has documented over \$600,000 in cumulative cost share from partners including municipalities, NGOs, the SE and counterpart funding from the Common Fund for the sample-based 2012 end of grade tests. In addition, the Project is reviewing a cost share certification from the SE for other evaluation activities that contribute to the Project goals, including teacher evaluation and other regional and international testing.

Pipeline Summary

Quarter July through September 2013

Pipeline at the beginning of quarter	\$ 1,260,293
New funds Obligation	\$ 2,700,000
Estimated expenses during the reporting period	\$ 701,197
Pipeline at the end of the quarter	\$ 3,259,096
Estimated expense burn rate for next quarter	\$ 600,000
Estimated quarters of pipeline	5.0*

* The estimate of quarters of pipeline remaining is not a simple linear calculation given that expenditures vary over the year since sub-grant and sub-contract disbursements schedules are not uniform.

Appendices

Quarterly Monitoring Tables

AO, IR or Sub-IR	Indicator	Unit of Measurement	Disaggregation	Sex		Quarter 2		FY 2013		Performance Ranking
				Male	Female	Target	Actual	Target	Actual	
Result 1: Better Educated People										
IR 1.1: Improved Quality of Educational Delivery Systems	1. Proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards or national experts (F Standard Indicator) *	Percentage	Sex	–	–	–	–	34%	TBD (January 2014)	85
	2. Proportion of students who, by the end of the primary cycle, are able to perform math operations and demonstrate understanding as defined by a country curriculum, standards or national experts (Project Custom Indicator) *	Percentage	Sex	–	–	–	–	18%	TBD (January 2014)	85
	3. Percent of students achieving satisfactory or above ratings on standardized tests in Spanish and Math in Grades 1-6 (USAID/H Results Framework and Project Custom Indicator) *	Percentage	Grade, Sex, Locality (Urban, Rural)	TBD (January 2014)						85
IR 1.2: Improved	4. National repetition rates for grades 1-6 (USAID/H Results Framework Indicator	Percentage	Grade, Sex, Locality (Urban, Rural)	–	–	–	–	0.90%	TBD (January 2014)	N/A

Efficiency of Educational Delivery Systems	5. National dropout rates for grades 1-6 (USAID/H Results Framework Indicator, Contextual Indicator)	Percentage	Grade, Sex, Locality (Urban, Rural)	–	–	–	–	0.30%	TBD (January 2014)	N/A
	6. National Average Number of School Days in Session (USAID/H Results Framework Indicator, Contextual Indicator)	Number	Locality	–	–	–	–	175	195	98
	7. Annual GOH expenditures on standardized assessment of student academic performance (Project Custom Indicator)	U.S. Dollars (USD\$)	Funds Source	–	–	–	\$643,000	\$1.1 million	TBD (January 2014)	98
	8. Percent Capacity of a National Institution or Institutions to Manage a National Standards-based Education Evaluation System (Project Custom Indicator)	Percentage	–	–	–	–	–	–	TBD (January 2014)	80
	9. Number of administrators and officials successfully trained with USG support (F Standard Indicator)	Number	Sex	170	192	–	–	250	362	90
IR 1.3: More Effective Teaching	10. Number of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	Number	Sex	669	1077	–	*1938	2200	3638	90
	11. Number of teachers/educators/teaching assistants who successfully complete pre-service training or received intensive coaching or mentoring with USG support (F Standard Indicator)	Number	Sex	215	458	–	673	1000	1541	95

	12. Percentage of teachers of grades 1-6 who use pacing guides, diagnostic and formative assessments (Project Custom Indicator)	Percentage	Sex	–	–	–	–	0.62	TBD (January 2014)	80
IR 1.4 Increased community involvement	13. Number of municipalities in which community, civil society and local government organizations use evaluation data for monitoring and decision-making (Project Custom Indicator)	Number	Locality	–	–	–	–	80	TBD (January 2014)	75
	14. Percentage of mothers and fathers surveyed who monitor school and student performance (Project Custom Indicator)	Percentage	Sex	–	–	–	–	Male: 68% Female: 74%	TBD (January 2014)	75

RANKING		
Category	Greater than or equal to (%)	Less than (%)
Below Expectations	0	50
At Risk	50	75
Acceptable	75	100
Beyond Expectations	100	

Summary of Training Events During Quarter 3

Workshop Name	Field of Study (ie, what did the training cover)	Type of Participant (if available, disaggregate by participant type/gender)				Sex		Total	Dates of training* (include start and end dates)
		Civil Society	Central Government	Teachers	(other)	Female	Male		
Result 1: Better Educated People									
Validación de Materiales de Prebasica "Estandares, programaciones y pruebas formativas" de Región Nor Occidental	Validation of pre-school curriculum, standards, formative tests and teacher's pacing guides with a cohort of in-service pre-school teachers				Pre-School Teachers	20	0	20	12-13 of June
Taller de capacitación a estudiantes de III de educción magisterial de la escuela Normal Mixta Intibucá	Training pre-service teachers in the use of education evaluation results and raising awareness towards the importance of education evaluation				Pre-service Teachers	111	81	192	24-26 of June
Taller de capacitación a estudiantes de III de educción magisterial de la escuela Normal Mixta Colon	Training pre-service teachers in the use of education evaluation results and raising awareness towards the importance of education evaluation				Pre-service Teachers	128	54	182	24-25 of July

Taller de Capacitación a docentes de las Asignaturas de Matemáticas, español, etc, de la Esc. Normal Mixta de Cortes	<i>Building Capacity in use of evaluation results in Normal School Math and Spanish Teachers</i>			X		21	14	35	30-31 of July
Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Intibucá: Colomoncagua, Dolores, Intibucá, La Esperanza, Masaguara, San Antonio, San Francisco de Opa, San Isidro, San Juan, San Marcos de Sierra, Yamaranguila)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		188	157	345	13th of June -29th of July
Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Colon: Balfate, Iriona, Saba, Santa Fe, Sico, Tocoa, Trujillo)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		171	75	246	15 of June - 21st of July

Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Olancho: Culmi, Esquipulas del Norte, Guata, Salama, San Esteban, Santa Maria de Real)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		154	64	218	1st of June - 29th of July
Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Choluteca: Marcovia, Namasigue)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		87	38	125	1-31 of July
Taller de Capacitación a líderes del Colegio Profesional de Unión Magisterial de Honduras (COPRUMH). Bajo la temática "Importancia de generar una cultura de evaluación Educativa en Base a Estandares"	<i>Workshop with COPRUMH union leaders on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>				Leaders of Teacher Union (COPRUMH)	20	37	57	2-3 of August

Voices for Education Level 1 Training in Math and Spanish (Bay Islands: Roatán and Guanaja). Training implemented by Pier sub-grant	<i>Increase the number of teachers who successfully complete in-service training and use DCNB assessments to establish teaching objectives and lesson plans</i>			X		126	42	168	10th of June-5th of August
Taller de capacitación a estudiantes de III de educación magisterial de la escuela Normal Mixta Cortes	<i>Training pre-service teachers in the use of education evaluation results and raising awareness towards the importance of education evaluation</i>				Pre-service Teachers	219	80	299	20-21 of August
Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Ocotepeque: San Fernando, San Jorge, Santa Fe)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		48	38	86	17-24 of August

Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Santa Barbara: Chinda, Protección, San Francisco de Oju, San Luis, Santa Barbara)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		78	80	158	17-31 of August
Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Atlántida: San Juan Pueblo)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		28	21	49	7-16 of September
Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (El Paraíso: Alauca, Danli, Guinope, Jacaleapa, Oropoli, Vado Ancho)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		128	37	165	1st of June - 7th of September

Taller de capacitación / Importancia de generar una cultura educativa en base a estándares, socializar resultados del informe nacional de rendimiento académico 2012 en español y matemáticas (Lempira: Candelaria, Cololaca, Erandique, Gualcinse, Guarita, La Unión, La Virtud, Las Flores, Lepaera, Mapulaca, San Andrés, San Juan Guarita, San Rafael, San Sebastián, Talgua, Tambla, Tomala, Valladolid)	<i>Municipal workshops on the use of education evaluation results and raising awareness towards the importance of education evaluation</i>			X		310	218	528	29th of June - 7 of September
Subtotal						1837	1036	2873	
Result 2: Increased Community Involvement									
AMO: Fortalecimiento de las capacidades Locales para Mejorar Los procesos Educativos en el Departamento de Olancho (Salama, Mangulile, Guata, Esquipulas del Norte, Yocon, La Unión)	<i>Workshop focused on raising awareness and increasing capacity towards municipal education planning.</i>		X			32	15	47	July 5th-July 20th

* Fortalecer capacidades comunitarias en el uso de la lectura por placer para la calidad educativa en el estándar del español	<i>Workshops aimed at raising awareness and building capacity towards using reading for pleasure as means for increasing student performance in Spanish. (Sub-grant implemented by Riecken Foundation)</i>	X		X		1597	608	2205	July 5th-September 10th
AMO: Fortalecer las capacidades de los miembros de los COMDE, para que éstos empiecen a realizar acciones en su municipio, pro-mejoramiento educativo (Salama, Mangulile, Guata, Esquipulas del Norte, Yocon, La Unión)	<i>Three 8 hour training modules with members of 6 COMDEs aimed at increasing capacity of using education results and writing strategic education plans.</i>				COMDE members	56	42	98	August 5th-October 15th
Subtotal						1653	650	2303	
Total 16 Hour						3490	1686	5176	

* Training imparted by a sub-grant partner. These numbers may vary following further inspection of original sign-in sheets by members of MIDEH Project.

** A further 606 in-service teachers, 91 pre-service teachers and 466 civil society members received an average of 8 hours of training during the reporting period.

Issues in Project Implementation:

Result 1: Technical Capacity to Reach EFA Goals under SE Leadership Strengthened		
Issue	Description	Proposed Remedial Action
SE technical and financial capacity	SE lacks capacity to implement and finance an efficient and reliable system for scoring constructed response (open-ended) items of end-of-grade tests.	MIDEH Project technical personnel lead a participatory initiative alongside the SE to design an online platform for systematic scoring of open-ended items from end-of-grade student evaluations in Spanish. The proposed system will increase the efficiency and reliability of the item scoring process. MIDEH Project procures professional services for constructing the system.
Result 2: Institutionalizing Educational Quality Inputs		
Issue	Description	Proposed Remedial Action
SE remain tentative in assuming full control of planning sample based end-of-grade student evaluations	Despite assuming control of census student evaluations in 2012, the SE tends to defer to the MIDEH Project for sample based evaluations which require higher levels of control.	Continue to implement a gradual shift in control. 2013 sample based evaluations will precede census evaluations by two weeks. This facilitates greater SE involvement in sample based evaluation process. MIDEH project staff will continue to focus on providing technical coaching, quality control, and monitoring in areas of high specialization.
Result 3: Strengthening Civil Society Participation in Supporting Education		
Issue	Description	Proposed Remedial Action
Local organization administrative capacity	Sub-grant partners require increased capacity to adhere to work-plan deadlines.	MIDEH Project organizes meetings with each sub-grant partner to review difficulties and provide accompaniment in fulfilling deadlines. MIDEH Project will take note of re-emerging issues in order to share lessons learned and provide guidance during the project planning stage of future sub-grants.



USAID
FROM THE AMERICAN PEOPLE

HONDURAS

Roatan Students Dive into Bookmobile



“The bookmobile has quickly become a treasured part of our community; it provides teachers with much needed reading materials and is a godsend for students.”

Halcie James, librarian

The island of Roatan in Honduras is one of Latin America's fastest growing tourist destinations and tourism is viewed as the main engine for the island's development. However, almost half of those employed in the sector are workers from other parts of Honduras or other countries. The majority of the large hotels rely on foreigners or internal migrants since, according to the municipal tourism board, many local island residents are simply not skilled enough to take on the jobs.

In order for Roatan to make the most of its tourism potential it is crucial that local children receive higher quality education in schools. During 2013, USAID has sponsored education initiatives in Roatan aimed at building capacity for more than 180 local teachers, promoting the use of student evaluation results for strategic planning, and encouraging parental and community involvement in education. USAID also sponsored the creation of a bookmobile, a bus converted into a mobile library which visits 12 public schools on the island. The bookmobile allows students to withdraw two books per week.

Furthermore, teachers in target schools have been trained in specific learning activities aimed at using these books to improve early grade literacy.

Halcie James, the bookmobile's librarian, says the success of the initiative has been encouraging: “the bookmobile has quickly become a treasured part of our community; it provides teachers with much needed reading materials and is a godsend for students. A lot of these children come from poor backgrounds and have never had the opportunity to bring a book home to read; in fact for many of these students this is the first time they have ever been on a bus.”



USAID
FROM THE AMERICAN PEOPLE

HONDURAS

SNAPSHOT

Post-graduate Training for Sustainability

Honduran education professionals complete postgraduate certificate in education evaluation.



Photo:

Dr. Juan Bonilla lectures postgraduate students at the National Autonomous University in Honduras.

“The postgraduate certificate course aims to build a cohort of professionals capable of sustaining the standards based education reforms and administration of a national education evaluation system in Honduras.”

A group of 26 Honduran professionals successfully completed a post-graduate certificate program in education evaluation and psychometrics, a jointly-sponsored initiative presented by USAID/Honduras and the National Autonomous University of Honduras (UNAH) in 2013. They join 30 professionals who completed the inaugural certificate program in 2012.

The post-graduate certificate course aims to build a cohort of professionals capable of sustaining the standards-based education reforms and the administration of a national education evaluation system in Honduras. USAID has supported these reform initiatives with technical and financial resources since 2004.

Participants took part in four sixteen-hour modules covering key topics such as Test Theory, Statistical Analysis in Education, and Psychometrics. The course was led by international guest lecturers as well as local experts. Guest lecturer Dr. Juan Bonilla says “the course offers the opportunity for participants to acquire state of the art training in the use of education data. It focuses on theoretical and empirical issues using both international as well as local experiences and data sets on education evaluation. As a result, course participants become a critical mass that, along with the interaction they have within their own organizations, creates good practices and standards for tracking and evaluating education progress in Honduras. At this point in time, this course is the only of its kind in the country.”

The success of the graduate certificate course has led USAID/Honduras to offer technical assistance in supporting the UNAH's initiative to create a Master's program in Psychometrics and Evaluation. This would further enhance local capacity to evaluate student academic performance, an activity that is crucial for designing strategies that promote increased education quality and long-term sustainable development.

The USAID-UNAH partnership is in line with USAID's global reform effort, “USAID Forward,” which seeks to enhance long-term sustainability by investing directly in local institutions where capacity exists, and strengthening it where there are gaps, so governments and institutions can provide for their own citizens.

Telling Our Story

U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>